The Meadows Primary School SEND Information Report

Our Ethos/ Vision

At The Meadows Primary school we are committed to giving all our children every opportunity to achieve their full potential. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community. "**Learning through caring and sharing"** is our school motto which we all commit to.

Definition of SEN and Disability (SEND) At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is „…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities."

Questions you may wish to ask

How does the school know if pupils need extra help and what should you do if you think that your child may have special educational needs?

- Under the Children and Families' act 2014 young children with SEN (whose needs are at a high level and meet criteria) will be supported by a new single education, health and care plan (EHCP) from birth to 25 years. The local authority will be

responsible for arranging admission to school. The authority will work with you as a parent/carer and seek your views in the provision best suited to your child. As a parent you have the right to express your preferences. The authority must consider your views carefully taking into account the child's special educational needs and provision required to meet them. There will be times when a place at your preferred school will not be provided. If this happens the authority will explain why and an alternative offer will be made.

- Prior to your child starting school the SENCO will visit pre-school settings.
- Home visits will be carried out by EYFS teacher and SENCO.
- There is an induction evening for new parents, led by EYFS team and SENCO.
- If a child has an EHCP, a support assistant will be allocated as soon as possible and introduced before a child starts school.
- Extended visits to Reception Class are planned in summer term before the new cohort starts.
- A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO. In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their needs.
- Care is taken when identifying and assessing SEN for children whose first language is not English.
- Where pupils have higher levels of need, and with parental permission, the school may to seek advice from external agencies.

Do you have a particular question about your child's particular need?

- Parents/carers can contact the SENCO – Mrs K Davies by telephone 01782 750313 or by email k.davies@meadowsprimary.co.uk

How will the education support my child?

- Access to a broad, balanced curriculum which is well differentiated and takes account of different learning styles and children's interests.
- Well-staffed classrooms – at least one teacher and one teaching assistant (minimum 15 hours/week in each class.)
- Small class sizes.
- Quality of teaching and learning is thoroughly monitored

- Individualised targets for all children in writing and maths
- Rigorous pupil tracking system, which ensures all children are monitored.
- Professional dialogue about every child in school every half term ensures any difficulties are identified early and suitable provision put in place.
- Detailed programme of reviews with parents and professionals: 2 parents' consultations a year with all parents; termly reviews for all children on the SEN register and comprehensive annual reviews for pupils with a statement. Parents' views are very important to us
- Children's views are very important: Pupil voice is collected termly to help to formulate Support Plans, Information is also gathered through school council and annual questionnaire to parents etc.
- Currently, a team of support assistants to meet individual needs.
- Behaviour is good, with clear rewards and sanctions.
- A strict zero tolerance policy for bullying and regular anti bullying weeks.
- Long established, acknowledged and celebrated Christian ethos of inclusion, equality and care.

How do we support a child with speech and language needs?

- High profile of Speaking and Listening across the school
- Time to Talk programme in Early Years and key stage 1
- Liaison with speech therapists to support learning needs

How do we support a child with sensory impairment?

- Suitable flooring throughout the classrooms and corridors
- Liaison with Visual and hearing impairment specialists to support learning

How do we support a child who has social and emotional difficulties?

- Access to specialist counselling e.g. bereavement
- Staff ASD aware and use appropriate strategies to support children with ASD's learning.
- Access to specialist support for children with ASD and their families. Use of circle time
- Nurture Time.
  Variety of after school clubs to promote self-esteem.
- Open door policy with parents to discuss emotional needs of their children.
- Access to CAMHS team.
  Liaison with The Local Support Team.

How do we support a child who needs support with literacy?

- Dyslexia aware staff throughout school who use Dyslexia friendly teaching strategies.
- Targeted ICT programmes such as "Success Maker" and "Nessie"
- Variety of Intervention programmes such as "Toe By Toe"

How do we support a child who needs support with numeracy?

- Targeted ICT programmes such as "Success Maker" and "Doodle Maths"
- Variety of Intervention programmes such as "Power of Two and Rapid Maths"
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How do we support a child who has medical needs?

- Individualised medical needs plans created by a team around the child including the school nurse, parents and first aiders in school.
- Team trained in first aid and paediatric first aid.
- Support from a diabetic specialist nurse.
- Staff have undergone asthma, diabetes and epi- pen training.

How do we support a child who has English as an Additional Language (EAL)?

- Specialist support would be sought and the school will follow advice given
- Induction programme when children arrive at school

How do we support a child with complex and multiple needs?

- Specialist support is sought and the school will follow advice given.

What specialist services and expertise are available at or accessed by the educational setting?

- Special Educational Needs Support Services (SENSS)
- Educational Psychologists
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapist
- ASD service
- CAMHS
- Educational Welfare Officer
- School nursing service
- Behaviour support
- HI/VI support services
- Local Support Team
- Strengthening Families

What training has the staff supporting children and young people with SEND had or having?

- Regular training sessions for all support staff
- Whole school training part of School Improvement Plan
- Commitment to maintain levels of training
- Programme of CPD, accessing both external agencies and in-school support.

How will my child be included in activities outside the classroom including school trips?

- Extra staff deployed for trips to meet the stringent requirements of our risk assessments
- Newsletter about events in local authority sent to parents with SEN
- Parents/carers consulted prior to trips for advice and guidance
- Where there are concerns for safety and access, a personalised risk assessment is carried out
- Playtimes/lunchtimes seen as an important part of the day and included in time for 1:1 support for children with a statement or an EHCP if appropriate
- Small groups for eating inside or outside on sunny days break times
- Playground Buddies
- Children encouraged to organise lunchtime clubs for others to develop leadership skills

How accessible is the educational setting?

- Accessible toilet available
- Variable height tables and chairs available
- Specialist furniture is purchased as advised by the Physiotherapist team

How will the educational setting prepare and support my child to join the setting, transfer to a new setting or the next stage of education?

- Visits to pre-school placements by SENCO and other school staff
- Home visits by EYFS teacher and SENCO
- Induction evening for new parents, led by EYFS team and SENCO
- Allocation of a support assistant for pupils with an EHCP as soon as possible and introduction before child starts school
- Extended visits to Reception Class planned in summer term before starts.
- Transition plans – extended visits to secondary school with primary school staff
- Close liaison with all other settings involved in transition – good exchange of information
- Additional transition visits to high school for pupils with additional needs

- Moving on program as part of transition to high school for pupils with additional needs

How are the education setting's resources allocated and matched to the children's special educational needs?

- The SENCO prepares a costed provision map at the beginning of each term.
- Our finances are monitored and audited regularly both internally and by the Shaw Education Trust.

How is the decision made about what type and how much support my child will receive?

- One to one support given as specified in a child's EHCP.
- Our school employs a support assistant for each class – time is allocated on an annual basis for individual/ small group work on support plan individual targets
- All children regularly reviewed (at least once a term) and provision is matched to needs. (Support Plan)
- Human resources allocated according to need/recommendations from outside agencies

What is the Local offer and where can I find it?

- Staffordshire Market Place
- To contact the Staffordshire Partnership Service Tel: 01785 356921 Email: sfps@staffordshire.gov.uk
- Staffs Family Partnership Service

Who can I contact for further information?

- Your child's class teacher
- The SENCO – Mrs K Davies
- The Headteacher – Mrs H Procter
- Academy Counsellor with responsibility for SEND – Carol Commins

All schools are required by law to have a complaints policy. This policy should help resolve problems and provide a means for issues of concern to be raised and subsequently addressed. The full complaints policy and procedure can be found on the school website.